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ABSTRACT

In this study, a descriptive summary is presented of the student population enrolled in member colleges of the Junior College District of Metropolitan Kansas City, Missouri. The profile data in this study are the result of a student questionnaire administered to students attending district community colleges during fall semester 1973. Of the total district population of 10,879 full-time and part-time students, 10,117 students (93 percent response rate) completed and returned usable questionnaires. The study was guided by two basic purposes: (1) to describe and analyze characteristics of students unique to district community colleges, and (2) to examine the district student population in terms of differentiation from "traditional" student populations in a national sample of 2- and 4-year institutions. The study begins with the presentation of a model for classification and analysis of student characteristics data in higher education. A total of 29 student characteristics variables are described in the study. Thirty tables provide the study data. (Author/DB)

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STUDENT CHARACTERISTICS REPORT:

1973-1974

by

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Office of Institutional Research and Evaluation

The Junior College District of Metropolitan Kansas City, Missouri

May 1974

JC 740 381

ABSTRACT

A traditional segment of research in higher education involves the description and analysis of characteristics of students enrolled in community colleges. In this study, a descriptive summary is presented of the student population enrolled in member colleges of the Junior College District of Metropolitan Kansas City, Missouri.

The profile data in this study are the result of a student questionnaire administered to students attending district community colleges during fall semester 1973. Of the total district population of 10,879 full-time and part-time students, 10,117 students (93 per cent response rate) completed and returned usable questionnaires. The study was guided by two basic purposes: 1) to describe and analyze characteristics of students unique to district community colleges and 2) to examine the district student population in terms of differentiation from "traditional" student populations in a national sample of two-year and four-year institutions.

Although administrative efforts to develop a single comprehensive data bank on student characteristics are usually expensive and fraught with problems, this study represents a systematic approach to profile analysis of the qualitative dimension of student enrollment in district community colleges. The quantitative dimension (i.e., statistical summarization of headcount and FTE enrollment trends in district community colleges) was the subject of a previous research report ("Student Enrollment Report: Fall Semester 1973", Report S-106-74) completed during the 1973-1974 academic year. The qualitative dimension (i.e., statistical summarization of characteristics of students enrolled in district community colleges) is the subject of this study and relates profile characteristics of students enrolled in the Junior College District to their distinctive subgroups. A series of future

research reports will be devoted to analysis of student perceptions of campus life in district community colleges, the attrition and "stopout" of students from district community colleges, and the impact of college on students.

The study begins with the presentation of a model for classification and analysis of student characteristics data in higher education. Longitudinal and cross-sectional studies of college student characteristics require four main classes of data: 1) basic classification data (e.g., sex, age, class level, enrollment status, etc.); 2) demographic data (e.g., parental occupation, family income, level of education); 3) intellective data (e.g., grade point average, class rank, aptitude test scores, per cent of senior class going on to college, etc.); and 4) perceptual-attitudinal data (e.g., major reasons for attending college, reasons for selecting a two-year college, degree objective, career goal, etc.). A total of 29 student characteristic variables are described in the study. These variables are grouped into the following classes:

Basic Classification Variables. General descriptive variables having primary reference to classification of population (e.g., classification by age, sex, enrollment status, class level, race, etc.).

Student Enrollment Status
Student Class Level Status
Race and Ethnic Origin
Age
Veteran Status

Demographic Variables. Socioeconomic variables representative of selected indicators of the social stratification status of the student population (e.g., income of parents, occupation of father, level of education of parents, place of home residence, etc.).

Father's Occupational Status
Father's Educational Status
Mother's Educational Status
Annual Family Income

Student Financial Status
Student Financial Aid Status
Plans for Employment
Student Employment Status
Commuting Distance from College
Residence Arrangements Maintained by Students
Means of Transportation to College

Intellective Variables. Achievement variables representative of secondary-level academic accomplishment measures for students enrolled in district community colleges.

High School Grade Point Average
High School Class Rank
College Performance of Students

Perceptual-Attitudinal Variables. Attitudinal variables descriptive of the social psychological sector of student involvement with the college environment (e.g., primary reasons for pursuing a college education, reasons for selection of a community college, career objective, degree objective, etc.

Reason for Pursuit of a College Education
Reason for Selection of a Community College
Student Career Objectives
Student Degree Objectives
Plans to Return to College
Reasons for Non-Return to College
Student Transfer Objectives
College Transfer Destination of Students
Method of Discovery of District Community Colleges
Persons Influential in College Enrollment

The characteristics of students described in this study are necessarily influenced by the philosophy, objectives, and image of district community colleges. It is of primary importance to understand characteristics of students presently enrolled in district colleges, but it should be remembered that this population is rapidly changing. Research on the characteristics of college students should, therefore, be a continuing effort.

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Introduction

Beginning with the fall semester 1972, the Office of Institutional Research and Evaluation has collected summary data relative to pertinent characteristics of full-time and part-time students in the Junior College District of Metropolitan Kansas City, Missouri. From a fairly modest beginning, these data have grown in volume and scope as more information on students becomes available and as attempts are made to present data for different subgroups within the student population.

The present report is designed in the form of a profile report with major consideration given to personal, demographic, intellective, and motivational characteristics of college students. The objective of the report is to interpret student enrollment in terms of quantitative and qualitative characteristics of students in member colleges of the Junior College District. The quantitative dimension of student enrollment is defined as the numerary summarization of headcount and FTE enrollment for Longview, Maple Woods, and Penn Valley Community Colleges. The qualitative dimension of student enrollment is defined in terms of basic profile variables which represent major personal, demographic, intellective, and motivational attributes of the student population -- literally, what might be called the "institutional personality" of the student population.

Longitudinal studies of college student characteristics require four main classes of data: (a) basic classification data (sex, age, class level, enrollment status, etc.); (b) demographic data (parental occupation, family income,

level of education); (c) intellective data (grade point average, class rank, aptitude test scores, per cent of senior class going on to college, etc.); and (d) perceptual-attitudinal data (major reasons for attending college, reasons for selecting a two-year college, degree objective, career goal, etc.). Although research attempts to form a single comprehensive data bank of student characteristic profiles are usually expensive and fraught with problems, this report represents a profile analysis of selected student characteristic variables which bear on the relationship between the student and the college environment. The report is a statistical compilation of 29 basic student characteristic variables which are categorized into four data classes: basic classification, demographic, intellective, and perceptual-attitudinal data classes. A comparative analysis between the 1972 fall semester student body and 1973 fall semester student body is also presented. Comparative data are tabulated in graphic form and are summarized according to observed differentials in student population characteristics.

Method

Population and Subgroups -- The 1973 fall semester aggregate of 10,879 students enrolled in colleges of the Junior College District is the main population of interest in this study. By definition, this population includes full-time and part-time students; day, evening, and weekend students; and freshman and sophomore students. Thus, the total student population of the Junior College District comprises all enrolled students for a given year and semester. However, as previous research has indicated, total institutional populations are far from being homogeneous with regard to student profile

variables (Sanford, 1962; Cross, 1968; American College Testing Program, 1969; Newcomb and Feldman, 1969; Carnegie Commission on Higher Education, 1970). There are, in fact, at least eight fairly distinct student subpopulations in a college environment; full-time students, part-time students, transfer program students, occupational program students, general education program students, community service program students, day students, and evening students. In addition, there are also age and sex differentials within each subpopulation. However, a student profile based on a single classification scheme would not provide a college-by-college description of the district student population -- a feature deemed desirable for the multiunit district audience to whom the student profiles are addressed. Therefore, the district student population has been divided into three constitutent subgroups formed by the college of 1973 fall semester enrollment.

A major portion of the student profile data presented in this report is the result of a questionnaire administered to students during fall semester 1973. Of the total district population of 10,879 full-time and part-time students, 10,117 students (93 per cent response rate) completed and returned usable questionnaires. The remaining portion of the student profile data was obtained through routine enrollment questionnaires. Data obtained via this technique were generalizable across the entire student population.

Table I presents enrollment distribution data for the 1973 fall semester student population at Longview, Maple Woods, and Penn Valley Community Colleges, cross-classified by sex and enrollment status. The reader may wish to examine this table to detemmine how the student population is distributed throughout the district and its member colleges.

Table I. Percentage Distribution of Male and Female Students Classified According to Enrollment Status in Colleges of The Junior College District: Fall Semester 1973

COLLEGE	ENROLLMENT STATUS											
	MALE				FEMALE				TOTAL			
	Part-Time		Full-Time		Part-Time		Full-Time		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
Longview	1318	58%	974	42%	405	38%	674	62%	2292	68%	1079	32%
Maple Woods	532	46%	615	54%	433	61%	274	39%	1147	62%	707	38%
Penn Valley	1483	54%	1273	46%	1869	64%	1029	36%	2756	49%	2898	51%
District	3333	54%	2862	46%	2707	58%	1977	42%	6195	57%	4684	43%

The data indicate that a direct contrast prevails with regard to enrollment composition trends of the district as compared to community college enrollment trends articulated in previous literature (Medsker, 1960; Cross, 1968; Carnegie Commission on Higher Education, 1970). Student enrollment in colleges of the Junior College District is approximately 57 per cent male and 43 per cent female, whereas previous research has indicated that a "traditional" distribution of male and female enrollment in the comprehensive community college would approximate a ratio of two males to every one female. Additionally, current data reveal that 59 per cent of all full-time students are male, whereas only 55 per cent of all students indicating part-time enrollment status are male. Quite to the contrary, a reasonably small percentage (42 per cent) of students

enrolling in the district on a full-time basis are female, whereas a significantly greater percentage (58 per cent) of women (than men) enroll for part-time study in district community colleges. These data might be interpreted to mean that educational attainment for many women is still a secondary life pursuit. Life activities, such as full-time employment and family relationships, continue to absorb a significant amount of time for women students. If such an analysis is justified, it would seem reasonable to conclude that extended participation in the college environment (full-time attendance) is more the province of the male student (according to the percentage distribution of enrollment by sex and credit hour status) than the female student.

Description of Variables

A total of 29 student characteristic variables are described in this report. These variables are grouped into four classes and are described as follows:

Basic Classification Variables. General description variables having primary reference to classification of the student population (i.e., classification by age, sex, enrollment status, class level, race, etc.).

Demographic Variables. Socioeconomic variables representative of selected indicators of the social stratification status of the student population (i.e., income of parents, occupation of father, level of education of parents, place of house residence, etc.).

Intellective Variables. Achievement variables representative of secondary-level academic accomplishment measures for students enrolled in district community colleges.

Perceptual-Attitudinal Variables. Attitudinal variables descriptive of the social psychological sector of student involvement

with the college environment (i.e., primary reasons for pursuing a college education, reasons for selecting a two-year college, degree objective, career goals, etc.).

Profile Data Analyses

The 1973 Student Characteristics Report examines each of the 28 variables one at a time for a given population or set of subgroups. For each variable, frequency and percentage distributions are tabulated for the district student population and college subpopulations previously described. Results for the 1973 fall semester student profile variables are given in the 30 tables included in the body of this report. The general format of the report consists of a brief discussion of observed trends in the student characteristics profile for the district, as well as comparison of current findings with data gleaned from related research literature.

Basic Classification Variables. The primary utility of basic classification variables (i.e., age, sex, race, class level status, enrollment status, etc.) rests in their function as an informational base for agencies of regional, state, and federal government. Six such variables are considered below in terms of a reporting matrix outlined by the Higher Education General Information System (HEGIS).

Table II reports the percentage distribution of students attending Longview, Maple Woods, and Penn Valley Community Colleges classified according to enrollment status (i.e., day, evening, or weekend enrollment). Specifically, 6,622 respondents, or 61 per cent, of all students enrolled in district colleges attend class on a day basis and 4,257, or 39 per cent, attend classes on an

evening basis. These data indicate that district community colleges have yet to feel the full thrust of nontraditional student enrollment in higher education.

Table II. Enrollment Distribution of Students in Member Colleges of the Junior College District during Fall Semester 1973

COLLEGE	ENROLLMENT STATUS			
	DAY		EVENING	
	N	%	N	%
Longview	1833	54%	1538	46%
Maple Woods	1140	61%	714	39%
Penn Valley	3649	65%	2005	35%
District	6622	61%	4257	39%

A second variable in the class of basic classification variables closely identified with student enrollment status is that of class level status. Table III reveals that less than one-third of the 10,879 students enrolled in district community colleges (3,399 or 31 per cent) indicated they were sophomore level students, whereas 7,480, or 69 per cent of the student population, indicated they were freshman level students. Research data available in higher education indicate that the two-to-one ratio of freshman to sophomore students in the district is somewhat parallel to the "traditional" two-year college class level distribution of 66 per cent freshman and 34 per cent sophomore students (Medsker, 1960; Cross, 1968; Carnegie Commission on Higher

Education, 1970). However, when these data are compared to fall semester 1972 student characteristics data, a significant difference is observed in freshman/sophomore ratios. The freshman/sophomore ratio of .69 for the fall semester 1973 student aggregate materially exceeds the .60 ratio (excluding non-responses) for students enrolled in district community colleges during fall semester 1972.

Table III. Class Level Status of The Junior College District Student Questionnaire Respondents: Fall Semester 1972

COLLEGE	CLASS LEVEL			
	FRESHMEN		SOPHOMORES	
	N	%	N	%
Longview	2219	66%	1152	34%
Maple Woods	1240	67%	614	33%
Penn Valley	4021	71%	1633	29%
District	7480	69%	3399	31%

Altogether these data reveal that the district and its member colleges approach a national norm relative to the distribution of students within class levels. It is interesting to note that the class level differentiation between colleges is low -- only five percentage units separate the colleges in terms of the percentage distribution of entering freshmen students within the total student population.

The concept of race as a genotypical variable has been thoroughly researched as part of the literature available in the discipline of social demography. In this study, race is treated as a basic classification variable. The data in Table IV reveal that 80 per cent of students completing the questionnaire were white, 17 per cent were black, 2 per cent were Spanish surname, and 2,415 students were classified into the non-response category. In view of the fact that a substantial number of students (2,415 or 22 per cent) did not respond to the question of race, comparative data between fall semester 1972 and fall semester 1973 cannot be tabulated. It is significant to note, however, that the greatest concentration of minority students (black and spanish surname) occurs at Penn Valley Community College. Approximately 33 per cent of the respondent student population at Penn Valley is black, whereas an additional 3 per cent is Spanish surname. Minority student distribution at Longview and Maple Woods Community Colleges is substantially different from the pattern in evidence at Penn Valley. Two per cent of the respondent student population at Longview is of minority derivation, whereas 1 per cent of the respondent student population at Maple Woods is of similar origin.

A fourth basic classification variable, age, is considered in terms of the relationship between age group and student enrollment status. Table V presents age group data for seven groups beginning with the 0-17 age group and ending with the 31 and over age group. The data disclose that 6,058, or 59 per cent, of the 10,271 students responding to this question have reached or passed the age of 21. Among full-time students, the majority (61 per cent) are 20 years of age or less. However, when consideration is given to age

Table IV. Percentage Distribution of Student Race within the Respondent Student Population of the Junior College District of Metropolitan Kansas City, Missouri: Fall Semester 1973 *

COLLEGE	RACE AND ETHNIC ORIGIN													
	Caucasian White		Negro Black		American Indian		Spanish Surname		Oriental		Other		Non-Response	
Longview	2926	97%	67	2%	6	---	12	---	7	---	13	---	340	
Maple Woods	1328	97%	13	1%	7	---	8	---	5	---	4	---	489	
Penn Valley	2518	62%	1350	33%	13	---	111	3%	35	---	41	1%	1586	
District	6772	80%	1430	17%	26	---	131	2%	47	---	58	---	2415	

*Non-responses are excluded in percentage data.

Table V. Age by Specific Year and Selected Groupings for Full-Time and Part-Time Students Attending District Community Colleges: Fall Semester 1973 *

AGE IN YEARS	COLLEGE												District			
	Longview				Maple Woods				Penn Valley							
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To 17	59	3.2%	78	5.8%	14	1.6%	32	3.7%	93	3.0%	110	5.0%	166	2.8%	220	5.0%
To 18	130	7.0%	423	31.6%	70	7.8%	265	30.7%	211	6.8%	465	21.0%	411	7.0%	1153	26.1%
To 19	188	10.1%	341	25.5%	69	7.7%	199	23.0%	256	8.2%	347	15.7%	513	8.8%	887	20.1%
To 20	149	8.0%	119	8.9%	62	6.9%	86	10.0%	225	7.2%	222	10.0%	436	7.4%	427	9.7%
21-25	504	27.1%	221	16.5%	232	25.9%	140	16.2%	964	31.1%	613	27.7%	1700	29.0%	974	22.1%
26-30	313	16.8%	77	5.8%	195	21.8%	65	7.5%	619	19.9%	240	10.9%	1127	19.2%	382	8.7%
Over 31	517	27.8%	78	5.8%	254	28.3%	77	8.9%	736	23.7%	213	9.7%	1507	25.7%	368	8.3%
Non-Response	132		42		69		25		248		91		449		158	
Total	1992		1379		965		889		3352		2301		6309		4569	

*Non-responses are excluded in percentage data.

groupings approximated by part-time students, 74 per cent are 21 years of age or older and 26 per cent are below 21 years of age. These data are consistent with comparable student characteristics data collected during fall semester 1972.

When analysis is focused upon age group characteristics data for member colleges of the Junior College District, interesting differences emerge. On the one hand, Longview Community College has a lower percentage distribution (28 per cent) of full-time students in the 21 and over age group than do Maple Woods and Penn Valley Community Colleges (33 per cent and 48 per cent, respectively). On the other hand, a reversal of data is observed in Table V for part-time students as approximately 69 per cent of the part-time student population at Longview, Maple Woods, and Penn Valley Community Colleges are in the 21 and over age group. The greatest discrepancy occurs between Longview and Maple Woods as roughly 71 per cent of part-time students at Longview are classified into the 21 and over age group while 76 per cent of part-time students enrolled at Maple Woods are classified into this age group. These data would appear to parallel research data articulated in previous two-year college research (Medsker, 1960; Cross, 1968; Carnegie Commission on Higher Education, 1970) that generally 50 per cent of two-year college students are 21 years of age or older. The data are very similar to previous year student characteristics data insofar as a similar percentage of students enrolling for part-time study in district community colleges during the 1973-1974 academic year are in the 21 and over age group. For 1972-1973, 75 per cent of part-time students were 21 years of age or older, whereas the rate for 1973-1974 is 74 per cent. Social conditions underlying this trend

are a subject of consideration in a previous district report entitled "Assessment of Community College Enrollment Patterning: A Sociocultural Analysis" (Report No. S-105-73).

Increasing concern has been expressed by representatives of federal, state, and local government with regard to veterans enrollment in colleges and universities in the United States. Data collected through the 1973-1974 Student Questionnaire indicate that overall student enrollment in district community colleges has been expanded by enrollment of increasing numbers of veterans. The results in Table VI reveal that approximately 25 per cent of responding students enrolled in colleges of the district during fall semester 1973 signify that they are veterans of military service. The data are not uniform across colleges as five percentage units separate all colleges from the district percentage of veteran enrollment. During the course of the 1973-1974 academic year, data pertaining to educational needs of veterans will be published. These data will serve as a benchmark for assessment of veterans educational performance and college attendance in the Junior College District.

Table VI. Percentage Distribution of Veteran Enrollment in the Junior College District: Fall Semester 1973-1974*

College	Veteran Status				Non-Response	Total
	Veteran		Non-Veteran			
	N	%	N	%	N	N
Longview	820	27%	2193	73%	358	3371
Maple Woods	359	27%	992	73%	503	1854
Penn Valley	932	23%	3115	77%	1607	5654
District	2111	25%	6300	75%	1468	10879

*Non-responses excluded in percentage data.

Demographic Variables. A long-established tradition in student affairs research has been the treatment of demographic variables (i.e., parents' income, parents' occupation, parents' level of education) as major indicators of student attitudes, interests, and aspirations relative to college attendance and career objectives (Clark, 1962; Darley, 1962; McConnell and Heist, 1962; Trent and Medsker, 1965; Corwin, 1968). Demographic variables are index factors through which individual progression along a prescribed ladder of social and educational attainment can be measured.

A number of educational researchers have defined demographic variables in terms of their status as rank-order determinants of educational opportunity for students originating from diverse socioeconomic backgrounds (Astin and Holland, 1962; Thistlethwaite, 1963; Astin, Panos, and Creager, 1967; Jencks and Riesman, 1969).

Literature in the field of educational sociology indicates that students originating from families characterized by a high socioeconomic background (i.e., families of high occupational status, high income, and high educational attainment) are likely to maintain elevated educational aspirations thus increasing the probability of college attendance. A converse relationship is also true: students originating from families of low socioeconomic background are more likely than students from families of high socioeconomic background to maintain limited educational aspirations thus decreasing the probability of college attendance. Assessment of student motivation toward college study and value perspectives on participation in college life is a major prerequisite of institutional research in the community and junior college. Data related

to socioeducational backgrounds of students is a meaningful index for assessment of the nature and extensiveness of individual involvement in higher education.

Parents' occupation is one of three variables traditionally used as an index of socioeconomic status of the family. Table VII reports the percentage distribution of fathers' occupation by 11 employment categories for the fall semester 1973 student aggregate. For all-district responding students the majority (71 per cent excluding non-responses) fall into five categories: managerial or executive (16 per cent), small business or farm (10 per cent), skilled labor (20 per cent), semi-skilled labor (13 per cent), and retired (12 per cent). Overall percentage distributions of occupational field between colleges are stable since manifest differentials in fathers' occupation are slight. Several variations between colleges are apparent, however, when attention is focused upon selected occupational fields. It is clear, for example, that a greater percentage of the respondent student population at Longview and Maple Woods Community Colleges (17 per cent) come from family backgrounds characterized by a managerial or executive parental occupational field as compared to responding students enrolled in Penn Valley Community College (13 per cent). Quite to the contrary, a greater percentage (16 per cent) of responding students at Penn Valley stem from families classified by semi-skilled occupations as compared to a lower percentage distribution of parental involvement in these occupations at Longview and Maple Woods Community Colleges (11 per cent). Lastly, Longview Community College demonstrates a somewhat significant difference relative to other district community colleges in terms of the enrollment of students from homes of small business and farm

Table VII. Percentage Distribution of Father's Occupation for Student Respondents Enrolled in Colleges of the Junior College District: Fall Semester 1973 *

	Prof. I	Prof. II	Mgr./ Exec.	Semi- Prof.	Ph. Ser. Supr.	Sm. Bus. Farm	Sls- Clrk.	Skl. Labor	Semi- Skl.	Ret.	Unem- plyd.	Non- Rspn.	Total
Longview													
Male													
N	38	145	336	124	119	212	99	381	213	204	25	396	2292
%	2	8	18	7	6	11	5	20	11	11	1		
Female													
N	22	77	136	48	51	91	46	167	84	98	5	254	1079
%	3	9	16	6	6	11	6	20	10	12	--		
Maple Woods													
Male													
N	22	60	132	52	35	72	50	169	87	78	5	385	1147
%	3	8	17	7	5	9	7	22	11	10	--		
Female													
N	11	36	73	28	27	50	29	105	53	50	2	243	707
%	2	8	16	6	6	11	6	23	11	11	--		
Penn Valley													
Male													
N	50	111	215	105	101	154	97	321	240	239	40	1083	2756
%	3	7	13	6	6	9	6	19	14	14	2		
Female													
N	60	130	223	121	83	140	102	345	308	218	56	1106	2898
%	3	7	13	7	5	8	6	19	17	12	3		
District													
Male													
N	110	316	683	281	255	438	246	871	540	521	70	1864	6195
%	3	7	16	6	6	10	6	20	12	12	2		
Female													
N	93	243	458	197	161	281	177	617	445	366	63	1603	4684
%	3	8	15	6	5	9	6	20	14	12	2		

*Non-responses are excluded in percentage data.

occupations. Briefly, 11 per cent of responding students at Longview indicates a father's occupational field of small business or farm, whereas 9 per cent of responding students at Maple Woods and 8 per cent of responding students at Penn Valley indicate a similar field.

When consideration is given to sex as a factor involved in status differentiation of father's occupation, clear differences emerge between male and female students. For the all-district respondent male population, the majority of occupations (70 per cent) fall into five categories: skilled labor, managerial-executive, semi-skilled labor, retired, and small business-farm. For the all-district female respondent population, the categories are the same but the order of occupational selection is changed as follows: skilled labor, semi-skilled labor, managerial-executive, retired, and small business-farm.

As has been observed in literature pertaining to profile characteristics of two-year college students, fathers of male students in contrast to female students tend to be employed in higher status occupations. Compared with female students, 1 per cent more fathers of male students are found in managerial and executive occupations, while equal numbers are engaged in skilled and sales-clerk labor. Female students, on the other hand, exhibit a greater tendency than male students to originate from families of semi-skilled occupational status. These findings would appear to indicate a slight differential in occupational status among students responding to the Student Questionnaire in district community colleges during fall semester 1973.

A second variable, <u>educational level of parents</u>, is ascribed equal weight

with parental occupation as an indicator of socioeconomic status of the student. The percentage distributions of father's and mother's education for the 1973 fall semester student aggregate are given in Tables VIII and IX for eight categories of educational achievement. Contrary to findings obtained in the 1972 student characteristics study (parents of male students enrolled in the colleges of the Junior College District had attained higher educational levels than parents of female students), there are no distinguishable differences in father's educational attainment between male and female students. For the all-district respondent student population, 35 per cent of the fathers of female students and male students have training beyond high school. In addition, 2 per cent more of the mothers of women in this same group as compared with men have college training beyond high school.

As might be expected from the occupational status data, fathers of the all-district respondent student population have attained considerably higher levels of education than mothers. Mothers represent the highest percentage of parents with schooling equivalent to the eleventh grade or less. Interesting differences are noted between colleges as both fathers and mothers of responding students enrolled at Maple Woods and Longview Community Colleges demonstrate a higher level of educational attainment than parents of responding students enrolled at Penn Valley Community College. Approximately 37 per cent of fathers of responding students enrolled at Maple Woods and Longview Community Colleges have completed one year of college or more, whereas 34 per cent of fathers of student respondents enrolled at Penn Valley Community College have attained a similar level of education. This trend is different when mother's level of education is considered. Approximately 28 per cent of mothers of responding

Table VIII. Percentage Distribution of Father's Education for the 1973 Fall Semester Student Aggregate: Classification by Sex *

Educational Level	COLLEGE												DISTRICT			
	LONGVIEW				MAPLE WOODS				PENN VALLEY							
	Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	268	14%	110	13%	97	13%	64	14%	279	16%	302	16%	644	15%	476	15%
Some High School	297	15%	114	13%	110	15%	85	18%	352	20%	375	20%	759	17%	574	18%
High School Graduates	673	35%	315	36%	264	35%	146	31%	526	30%	590	31%	1463	33%	1051	32%
Some College	380	20%	165	19%	129	17%	100	21%	300	17%	320	17%	809	18%	585	18%
Associate Degree	64	3%	27	3%	35	5%	13	3%	63	4%	41	2%	162	4%	81	2%
Bachelor's Degree	153	8%	82	9%	58	8%	36	8%	110	6%	130	7%	321	7%	248	8%
Master's Degree	65	3%	37	4%	31	4%	18	4%	61	4%	81	4%	157	4%	136	4%
Doctorate	44	2%	24	3%	20	3%	9	2%	44	3%	58	3%	108	2%	91	3%
Non-Response	348		205		403		236		1021		1001		1772		1442	
Total	2292		1079		1147		707		2756		2898		6195		4684	

*Non-responses are excluded in percentage data.

Table IX. Percentage Distribution of Mother's Education for the 1973 Fall Semester Student Aggregate: Classification by Sex*

Educational Level	COLLEGE												DISTRICT			
	LONGVIEW				MAPLE WOODS				PENN VALLEY							
	Male		Female		Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	144	7%	60	7%	57	8%	48	10%	199	11%	204	10%	400	9%	312	9%
Some High School	288	15%	126	14%	110	15%	78	16%	351	20%	379	19%	749	17%	583	18%
High School Graduate	993	51%	424	48%	370	49%	214	45%	711	41%	771	39%	2074	47%	1409	42%
Some College	330	17%	178	20%	139	18%	100	21%	302	17%	390	20%	771	17%	668	20%
Associate Degree	64	3%	32	4%	27	4%	12	3%	72	4%	81	4%	163	4%	125	4%
Bachelor's Degree	97	5%	38	4%	31	4%	13	3%	77	4%	84	4%	205	5%	135	4%
Master's Degree	26	1%	20	2%	12	2%	7	1%	33	2%	49	2%	71	2%	76	2%
Doctorate	13	---	3	---	3	---	3	---	9	---	14	---	25	---	20	---
Non-Response	337		198		398		232		1002		926		1737		1356	
Total	2292		1079		1147		707		2756		2898		6195		4684	

*Non-responses are excluded in percentage data.

students enrolled at Longview Community College have completed one year of college or more, while the same percentage of mothers of responding students enrolled at Penn Valley and Maple Woods Community Colleges have attained the same level of education.

These findings are not consistent with related data in the 1972 student characteristics study. Briefly, the previous study proposed that a relationship exists between level of education and cultural class. In this sense, educational attainment was said to be a crude index of social class. Such was not the case in this study. The disparity between suburban community colleges with regard to a common trend related to parent's level of educational attainment precludes the possibility of a relationship between level of education and social class.

These findings do parallel national research data on two-year college students which indicate that a significant number of students enrolled in the community college come from educationally disadvantaged families (Cross, 1968; Bushnell, 1973; Gleazer, 1973). The trend toward increasing enrollments can in part be explained by expanding enrollment of nontraditional students in community colleges. It is also a function of the tightening economy in various sections of the United States. Therefore, although the operation of social factors external to the college environment has augmented enrollment, the effect of these factors on student mix in the two-year college is profound -- increasing numbers of students from educationally disadvantaged families are able to attend college for reasons that are more of an economic than social nature.

A third indicator of socioeconomic status, family income, is presented in Table X as a summary variable descriptive of income differentials between selected subgroups in the student respondent population. Six income levels are represented and students are classified according to sex within the all-district respondent population and member college subpopulations.

Since male students (as contrasted to female students) tend to come from family backgrounds in which parents have attained a higher status occupational field, it is logical that families of male students will earn a higher annual income than families of female students. For the all-district responding student population, 29 per cent of the male respondent students come from families with an income of $12,000 or greater -- 5 per cent greater than the percentage of female respondent students within this salary range. According to the percentage data, males outnumber females in annual family income in the $9,000-$11,999 range, but below this income level women outnumber men in the all-district responding student population.

Generally, the trend for sex is consistent across member colleges of the Junior College District. Families of male students are more heavily represented in the annual income class of $9,000 or more, and somewhat less so in incomes less than $9,000. Within the responding student population at Penn Valley Community College, 15 per cent of males and 16 per cent of females come from families with annual incomes of less than $6,000 per year, whereas 22 and 18 per cent, respectively, are from families with an annual salary of over $12,000 per year. Quite to the contrary, student subpopulations at the suburban community colleges show a reverse trend with approximately 5 per cent of students coming from families in the annual income class of $6,000 or less, while roughly 33 per

Table X. Percentage Distribution of Annual Family Income for Student Respondents Enrolled in Colleges of the Junior College District: Fall Semester 1973 *

	COLLEGE															
	LONGVIEW				MAPLE WOODS				PENN VALLEY				DISTRICT			
	Male		Female		Male		Female		Male		Female		Male		Female	
FAMILY INCOME	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0- 2,999	27	1%	12	1%	16	2%	5	1%	72	4%	100	5%	115	3%	117	4%
3,000- 5,999	79	4%	38	5%	28	4%	21	5%	186	11%	204	11%	293	7%	263	9%
6,000- 7,499	79	4%	35	4%	36	5%	17	4%	140	8%	117	6%	255	6%	169	5%
7,500- 8,999	131	7%	54	7%	48	7%	32	7%	143	8%	156	8%	322	7%	242	8%
9,000-11,999	356	19%	139	17%	126	17%	63	15%	342	20%	306	17%	824	19%	508	16%
Over -12,000	621	33%	275	34%	257	35%	133	31%	369	22%	341	18%	1247	29%	749	24%
Unknown	601	32%	265	32%	223	30%	157	37%	458	27%	624	34%	1282	30%	1046	34%
Non-Responses	398		261		413		279		1046		1050		1857		1590	
Total	2292		1079		1147		707		2756		2898		6195		4684	

*Non-responses are excluded in percentage data.

cent of students originate in families with an annual salary of over $12,000 per year.

Family income, as a variable descriptive of student socioeconomic status, often does not entirely describe the financial background of the student. Many students attending community and junior colleges in the United States are financially independent of parents throughout college tenure.

The data in Table XI reveal that 2,578, or 32 per cent, of responding students enrolled in district community colleges indicated that they were fully independent or partially dependent upon parents for financial support while attending college. The remaining respondents (N=5,685 or 68 per cent) indicated they were independent of parental support during college tenure. These data underscore the role of the community college as "democracy's college" -- an institution accessible to students originating from families representative of diverse educational and financial characteristics.

During the 1973-1974 academic year, the Junior College District received a significant increase (over previous years) in federal allotments for financial aid programs. Theoretically, this circumstance should have led to greater numbers of students expressing interest in college-sponsored financial aid programs, yet this outcome did not materialize. The vast majority of students enrolled in district community colleges did not apply for financial aid prior to or at the beginning of fall semester.

The data in Table XII reveal that 7 per cent of students attending district community colleges applied for financial aid at the beginning of fall semester. When non-responses are removed from the analysis, this percentage increases to 9 per cent -- a figure that is quite small when compared to the magnitude of finan-

Table XI. Percentage Distribution of Financial Status for Student Respondents Enrolled in Colleges of the Junior College District: Fall Semester 1973*

COLLEGE	FINANCIAL STATUS											
	Completely Dependent		3/4 Dependent		1/2 Dependent		1/4 Dependent		Independent		Non-Response	Total
	N	%	N	%	N	%	N	%	N	%	N	N
Longview	642	22%	81	3%	139	5%	88	3%	1967	67%	454	3371
Maple Woods	329	21%	49	3%	97	6%	52	3%	1007	66%	320	1854
Penn Valley	661	17%	85	2%	204	5%	151	4%	2711	72%	1842	5654
District	1632	20%	215	3%	440	5%	291	4%	5685	68%	2616	10879

*Non-Responses are excluded in percentage data.

Table XII. Financial Aid Status of Students Enrolled in Colleges of the Junior College District: Fall Semester 1973 *

COLLEGE	FINANCIAL AID STATUS (APPLICATION SUBMITTED)					
	Yes		No		Non-Response	Total
	N	%	N	%	N	N
Longview	175	6%	2811	94%	385	3371
Maple Woods	94	7%	1255	93%	505	1854
Penn Valley	447	11%	3597	89%	1610	5654
District	716	9%	7663	91%	2500	10879

*Non-responses are excluded in percentage data.

cial resources available to students during fall semester. It is significant to note that there is some differential in financial aid trends between urban-based Penn Valley Community College and suburban-based Longview and Maple Woods Community Colleges. Eleven per cent of Penn Valley students indicated immediate interest in college financial aid programs, whereas the rates for Longview and Maple Woods were 6 and 7 per cent, respectively. This tendency would seem to reflect the relatively depressed socioeconomic background of students attending the urban community college as contrasted to that of their peers attending suburban community colleges.

During the current year, a major area of administrative concern has been the increasing number of students enrolling for part-time college study. This phenomenon is best understood in terms of the enrollment mix of rapidly increasing headcount enrollment concurrent with moderately increasing FTE enrollment.

A factor which may at least partially account for increasing part-time enrollment is the employment status of students while attending district community colleges. According to the percentage distributions in Table XIII, 81 per cent of responding students in district community colleges planned to work part time or full time during the fall semester. When consideration is given to the number of students working various hourly periods per week (Table XIV), several interesting trends are observed. First, approximately 76 per cent of student respondents in district community colleges work 21 or more hours per week. Differences between colleges are observable as 80 per cent of student respondents at Longview Community College work 21 hours per week or more, whereas the percentage distributions for Maple Woods and Penn

Table XIII. Employment Plans of Students Enrolled in Colleges of the Junior College District: Fall Semester 1973 *

COLLEGE	PLANS FOR EMPLOYMENT					
	Yes		No		Non-Response	Total
	N	%	N	%	N	N
Longview	2502	84%	471	16%	398	3371
Maple Woods	1365	83%	272	17%	217	1854
Penn Valley	3118	78%	894	22%	1642	5654
District	6985	81%	1637	19%	2257	10879

*Non-responses are excluded in percentage data.

Table XIV. Employment Status of Students Enrolled in The Junior College District: Fall Semester 1973 *

COLLEGE	EMPLOYMENT STATUS											
	1-10 Hours		11-20 Hours		21-30 Hours		31-40 Hours		More Than 40 Hours		Non-Respondents	Total
	N	%	N	%	N	%	N	%	N	%	N	N
Longview	110	4%	392	16%	382	15%	1154	46%	479	19%	854	3371
Maple Woods	49	4%	278	20%	191	14%	646	47%	203	15%	487	1854
Penn Valley	228	7%	596	19%	438	14%	1493	47%	404	13%	2495	5654
District	387	6%	1266	18%	1011	14%	3293	47%	1086	15%	3836	10879

*Non-responses are excluded in percentage data.

Valley Community Colleges are 76 per cent and 74 per cent, respectively. As might be expected, a smaller percentage (20 per cent) of student respondents at Longview work 1 to 20 hours per week, while greater quotas of students at Maple Woods and Penn Valley (24 per cent and 26 per cent, respectively) work the same number of hours per week.

The implications of such data are many. A cause and effect relationship would certainly seem to exist between full-time student employment and part-time student enrollment. It is a logical assumption that as students increase the number of hours worked per week, they may simultaneously decrease the number of college credits for which they enroll. Therefore, as hours of employment increase and student credit hours decrease, size of FTE enrollment will inevitably stabilize or decrease. This and other implications of student employment status relative to headcount and FTE enrollment are the subject of a research report entitled "Student Enrollment Report: Fall Semester 1973" (Report S-106-74), published by the Office of Institutional Research and Development during the 1974-1975 academic year.

A significant variable in terms of the open-door concept in the comprehensive community college is commuting distance between student and college. While the open-door admissions concept practiced widely by two-year colleges in the United States encourages students from diverse socioeconomic and sociocultural backgrounds to attend college, it also encourages students from varied geographical regions of the Kansas City metropolitan area to attend district community colleges.

Table XV indicates ranges of commuting distances to college for students enrolled in district community colleges during fall semester 1973. Approximately

Table XV. Commuting Distance from College for Students Enrolled in The Junior College District: Fall Semester 1973 *

COLLEGE	COMMUTING DISTANCE									
	0-5 Miles		6-10 Miles		11-15 Miles		Over 15 Miles		Non-Respondents	Total
	N	%	N	%	N	%	N	%	N	N
Longview	944	32%	1170	39%	518	18%	336	11%	403	3371
Maple Woods	662	40%	641	39%	194	12%	157	9%	200	1854
Penn Valley	1820	46%	1255	31%	616	15%	325	8%	1638	5654
District	3426	40%	3066	35%	1328	15%	818	10%	2241	10879

*Non-responses are excluded in percentage data.

75 per cent of responding students live within ten miles or less of campus. This percentage data is exactly the same as commuting distance data tabulated for the district student population during fall semester 1972. The percentage distribution of students commuting 11 miles and over approximates a total of 25 per cent of the responding student population with 10 per cent of student respondents indicating a commuting distance of 15 miles and over. This figure (10 per cent) represents a drop of 4 per cent from 1972 for students commuting to district community colleges from a range of 15 miles or more.

Differences in student commuting distance are apparent between colleges of the district. Student respondents enrolled at Penn Valley Community College are more apt to commute from a distance of 0 to 5 miles (46 per cent) than students attending Maple Woods Community College (40 per cent) and Longview Community College (32 per cent). When attention is focused on the percentage distribution of students commuting to campus from a range of 11 miles or more, it is significant that 29 per cent of student respondents at Longview Community College commute this distance. Approximately 21 per cent and 23 per cent of student respondents at Maple Woods and Penn Valley Community Colleges commute an equivalent distance. These data would seem to suggest a "service area" pattern for enrollment in district community colleges. In short, a significant relationship is observed between commuting distance to college and student enrollment propensity.

Another variable, <u>type of home residence</u>, is considered in this report as an indicator of student socioeconomic position in the social community. Table XVI reports the percentage distribution of type of home residence by four residence categories for students enrolled in district community colleges during fall

Table XVI. Type of Home Residence Maintained by Student Respondents in the Junior College District: Fall Semester 1973 *

COLLEGE	TYPE OF RESIDENCE									
	Parent's Home		Own Home		Apartment		Other		Non-Respondents	Total
	N	%	N	%	N	%	N	%	N	N
Longview	1349	45%	1137	38%	409	14%	104	3%	372	3371
Maple Woods	751	45%	643	39%	224	13%	46	3%	190	1854
Penn Valley	1512	37%	1234	30%	1094	27%	233	6%	1581	5654
District	3612	41%	3014	35%	1727	20%	383	4%	2143	10879

*Non-responses are excluded in percentage data.

semester 1973. Examination of this table indicates that almost one-half (41 per cent) of the respondent student population resides at home with parents. An additional 35 per cent of responding students own their own home -- a figure which would seem to indicate that age and financial status are variables which partition the student population into subgroups based on type of home residence. For example, 37 per cent of the Penn Valley respondent student population reside with parents; 30 per cent maintain home ownership; 27 per cent reside in apartment housing; and the remaining 6 per cent indicate "other" housing arrangements. The percentages are somewhat different for the suburban community colleges as 45 per cent of responding students live at home with parents, 38 per cent own their home, and 14 per cent live in apartment housing. Findings of this type serve to establish a clear distinction between the student populations in urban and suburban community colleges in the Junior College District.

Data related to home residence of students would seem to support the proposition that students in the 17 to 22 age groups are almost completely non-represented in the home ownership category of the residence variable. Students falling into older age groups (25 and above) are almost certain to be more heavily represented in the home ownership category. Therefore, it would seem that a cause and effect relationship will exist between age, financial status, and student residence status.

A final demographic variable, mode of transportation to college, is of interest in this report due to the impact on educational enrollments created by the energy crisis. Table XVII presents data pertaining to means of transportation used by students to commute to district community colleges. The data

Table XVII. Means of Transportation Used by Students to Commute to District Community Colleges: Fall Semester 1973 *

COLLEGE	MEANS OF TRANSPORTATION									
	Own Vehicle		Car Pool		Bus		Other		Non-Response	Total
	N	%	N	%	N	%	N	%	N	N
Longview	2804	93%	146	5%	1	---	51	2%	369	3371
Maple Woods	1570	95%	72	4%	1	---	20	1%	191	1854
Penn Valley	3109	77%	211	5%	506	12%	240	6%	1588	5654
District	7483	86%	429	5%	508	6%	311	3%	2148	10879

*Non-responses are excluded from percentage data.

indicate that the vast majority of students (86 per cent) commute to campus by personal vehicle. Differences are apparent between suburban and urban colleges as the majority of students utilizing public transportation and miscellaneous methods of transportation attend Penn Valley Community College. Lastly, students attending Longview and Maple Woods Community Colleges are more apt to use personal methods of transportation to campus than are students attending Penn Valley.

Intellective Variables. The academic ability of students is one of the best researched areas in higher education. We know a great deal about the comparative performance of various groups of students on the "traditional" tests of academic ability (e.g., ACT, SAT, PSAT). We can state, with considerable confidence, that mean scores on ability instruments for students attending two-year colleges are lower than those of students in four-year colleges, and that two-year college students score higher as a group than high school graduates who do not go on to college. The research demonstrating these facts is national in scope, it is common in method, and it is based upon a large array of measures of academic aptitude and achievement.

Three measures of academic achievement are of concern in this study -- high school grade point average, high school class rank, and college grade summary. Data pertaining to the first variable, high school grade point average, are presented in Table XVIII. Students were asked to indicate their final grade point average at the termination of their high school career. The data reveal that the majority of students (94 per cent) responding to the question attained a grade point average in the range of "C" (2.0 - 2.9) to "B" (3.0 - 3.9). Remarkable consistency among district community colleges is observed as variation in

Table XVIII. Percentage Distribution of High School Grade Point Averages for Students Enrolled in District Community Colleges: Fall Semester 1973 *

COLLEGE	GRADE POINT AVERAGE									
	A (4.0)		B (3.0-3.9)		C (2.0-2.9)		D (1.0-1.9)		Non-Response	Total
	N	%	N	%	N	%	N	%	N	N
Longview	97	4%	1188	44%	1329	50%	65	2%	692	3371
Maple Woods	41	4%	504	44%	582	51%	15	1%	712	1854
Penn Valley	167	5%	1675	47%	1633	46%	77	2%	2102	5654
District	305	4%	3367	46%	3544	48%	157	2%	3506	10879

*Non-responses are excluded in percentage data.

grade range distributions for responding students does not materialize beyond a range of five percentage points. Differential percentages are observed in the "B" and "C" grade categories as responding suburban college students indicate a higher percentage of "C" grade averages than responding urban college students, and urban college students demonstrate a higher percentage of grade point averages in the "B" grade category.

The non-response rate for this question was high -- 3,506 students (32 per cent) of the all-district student population chose not to respond. For responding students (N= 7,373) the question invariably must be asked, "How accurate is grade point average data reported on a self-assessment basis by the student?" This question, and its subsequent implications for data validity and reliability, is left unanswered in this report.

A second indicator of academic achievement, class rank, provides significant data pertaining to student assessment of achievement in high school. At the same time, this variable provides a second measure of self-assessment ratings made by students in regard to their academic performance before college. Table XIX presents data that depicts student performance in high school according to four categories of class rank. Approximately 60 per cent of students enrolled in district community colleges reported a class rank in the upper half of their graduating high school class. Of this group, 27 per cent ranked in the upper quartile of their class and 33 per cent ranked in the second quartile. The remainder of the respondent student population was distributed in the third and fourth quartiles with 30 per cent rating achievement in the third quartile and 10 per cent rating achievement in the fourth quartile.

Table XIX. High School Class Rank for Students Enrolled in District Community Colleges: Fall Semester 1973 *

COLLEGE	CLASS RANK									
	Upper Quartile		Second Quartile		Third Quartile		Lower Quartile		Non-Response	Total
	N	%	N	%	N	%	N	%	N	N
Longview	707	27%	927	35%	798	30%	226	8%	713	3371
Maple Woods	309	25%	418	34%	397	32%	110	9%	620	1854
Penn Valley	1006	27%	1166	32%	1083	29%	426	12%	1973	5654
District	2022	27%	2511	33%	2278	30%	762	10%	3306	10879

*Non-responses are excluded in percentage data.

Observation of the data does disclose that student subpopulations enrolled in each college of the district are remarkably similar in terms of their ratings of high school performance. In only one category, the lower quartile, is a percentage difference of more than two percentage units shown. This difference is primarily accounted for by the respondent student population at Penn Valley Community College. Twelve per cent of responding students at Penn Valley rate their high school achievement in the lower quartile, whereas corresponding percentage statistics for Longview and Maple Woods are 8 per cent and 9 per cent, respectively. These data would appear to signify a marked differential in pre-college academic achievement for students enrolled in urban and suburban community colleges.

A third and final indicator of academic achievement considered in this report is college performance. College grades are an important index of academic achievement and serve as an immediate measure of academic performance of students during college tenure. Table XX presents data pertaining to the distribution of grades for students enrolled in district community colleges during fall semester 1973. The data reveal that 69 per cent of the total number of student grades (N=30,908) in the district were "C" or above. Roughly 7,203 grades (23 per cent) were in the "W" (incomplete) category with an additional 1,364 grades (4 per cent) in the "D" category.

A clear trend apparent in these data is the solid performance of students in the academic sector of college life. With the vast majority of student grades falling in the "C" or above category, two conclusions would seem justified: 1) either students are adjusting well to the academic climate in district community colleges or 2) the "W" grade system employed by institutional

Table XX. College Performance of Students Enrolled in District Community Colleges: Fall Semester 1973*

College and Grade	Number of Grades Awarded	Per Cent of Total Grades Awarded
Longview		
A	2503	27.0%
B	2409	26.0%
C	2042	22.0%
D	428	4.6%
P	32	0.3%
I	183	2.0%
W	1665	18.0%
Total	9262	
Maple Woods		
A	1364	26.7%
B	1380	27.0%
C	1042	20.4%
D	196	3.8%
P	21	0.4%
I	75	1.5%
W	1024	20.1%
Total	5102	
Penn Valley		
A	3758	22.7%
B	3879	23.4%
C	3130	18.9%
D	740	4.5%
P	15	0.1%
I	508	3.1%
W	4514	27.3%
Total	16544	
District		
A	7625	24.7%
B	7668	24.8%
C	6214	20.1%
D	1364	4.4%
P	68	0.2%
I	766	2.5%
W	7203	23.3%
Total	30908	

*College Credit Only

personnel in district colleges has heightened the mean level of student achievement over that of previous years.

Perceptual-Attitudinal Variables. The concepts of student attitudes and belief systems, particularly their importance for understanding of individual behavior, have probably generated more research activity in higher education than any other topic. The massive influx of students into community and junior colleges has given impetus to the study of educational values, new and traditional attitudes, and interests of students. At the same time, research interest has been focused on educability levels of students who vary widely in interests, motives, dispositions, and abilities, as well as the "fit" of these students to diverse institutions of higher education. The oft-repeated question, "Who should go to college?" has now become "Why should one go to college?". The process of college selection and entrance may best be described as a unique sifting and weighing process, whereby attitudinal perspectives brought by the student to the institutional environment may shape his relationship with the environment. The study of individual attitudes, then, is a prerequisite for understanding of the relationship between the student and his college environment.

A large body of literature in higher education has been devoted to the identification of reasons for pursuit of a college education among students enrolled in American colleges and universities. The specific value of this literature may be realized in its utility as an indicator of student attitudes toward higher education in general and individual institutions in particular. Table XXI reports the percentage distribution of reasons for attending college according to four categories. Previous research has indicated that many students attend community and junior colleges because they are uncertain of career interests

Table XXI. Percentage Distribution of Reasons for Pursuit of a College Education among Student Respondents in the Junior College District: Fall Semester 1973 *

COLLEGE	REASON FOR PURSUIT OF COLLEGE EDUCATION									
	Secure Skills for Job Security		Broader Educational Background		Secure Technical Skills and/or Associate Degree		Enter Higher Degree Program		Non-Responses	Total
	N	%	N	%	N	%	N	%	N	N
Longview	714	25%	180	6%	701	24%	1320	45%	456	3371
Maple Woods	358	23%	115	8%	346	23%	705	46%	330	1854
Penn Valley	818	21%	182	5%	1180	31%	1662	43%	1812	5654
District	1890	23%	477	6%	2227	27%	3687	44%	2598	10879

*Non-responses excluded in percentage data.

and/or motivation toward a four-year college education (Knoell and Medsker, 1965; Blocker, Plummer, and Richardson, 1965; Cross, 1968). Most researchers are in agreement that students entering a two-year college are influenced more by practical vocational considerations and less by intellectual interests than their counterparts enrolled in four-year colleges and universities. Specifically, the national student profile developed by the American College Testing Program has for several years running demonstrated that students attending four-year colleges are more likely than students attending two-year colleges to place emphasis on criteria such as intellectual atmosphere, faculty status, and scholastic status as primary criteria for selection of a college or university environment. Quite to the contrary, two-year college students are apt to emphasize location, low cost, and nearness to home environment as their primary reasons for institutional selection.

According to the data in Table XXI, less than one-third (23 per cent) of the respondent student population in district community colleges indicated their main reason for pursuing a college education to be one of securing job skills necessary for occupational placement or advancement. A second factor, broadening of educational background, was selected by only 6 per cent of the respondent population as their primary reason for college attendance, while one additional factor, desire to secure technical skills or an associate degree, was the target of 27 per cent of the population. The response category of major interest to almost half (44 per cent) of the respondent student population was that of "Enter Higher Degree Program". These results would appear to suggest a "practical" or "instrumental" approach to college education, but also a traditional approach to college. Students attending district community colleges

definitely tend to view education as a vehicle through which occupational and further educational goals might be attained.

Interesting differences are apparent between colleges as a greater percentage of student respondents enrolled at Penn Valley Community College (31 per cent) indicate their major reason for college attendance to be one of attainment of technical skills or the associate degree. Students in the suburban community colleges evidence less need of technical skill training or the associate degree, but do demonstrate greater interest than Penn Valley students in the job skills and advanced education aspects of college education. These data would seem to parallel the distribution of occupational programs between district community colleges. Since Penn Valley has the largest number of occupational programs, it would be a logical assumption that students in this environment would maintain greater interest in technical skills related to the associate degree in science program than students attending Longview and Maple Woods.

Over the past decade, increasing numbers of students have chosen to enter the world of post-secondary education at the two-year college level as contrasted to the four-year college level (Carnegie Commission on Higher Education, 1970). Motivational factors underlying community college attendance are the subject of examination in this study as percentage distributions of reasons for selection of a community college are given in Table XXII for five categories of motivational concern. Almost one-half (41 per cent) of student respondents at each college indicated low cost as their primary reason for selection of a two-year college. An additional 20 per cent of the student respondents indicated they selected a community college because of their desire to continue work while

Table XXII. Percentage Distribution of Reasons for Selecting A Community College among Student Respondents Enrolled in the Junior College District: Fall Semester 1973 *

Reason for Selection	COLLEGE						District	
	Longview		Maple Woods		Penn Valley			
	N	%	N	%	N	%	N	%
Low Cost	1207	41%	589	39%	1601	42%	3397	41%
Can Live at Home	391	13%	219	15%	376	10%	986	12%
Continue Work In Home Town	575	20%	333	22%	743	19%	1651	20%
Want to Try College Work	309	11%	153	10%	454	12%	916	11%
Other	423	15%	211	14%	646	17%	1280	16%
Non-Responses	466		349		1834		2649	
Total	3371		1854		5654		10879	

*Non-responses are excluded in percentage data.

attending college. The remaining three motivational categories are proportionally spread with 12 per cent of students indicating interest in home residence during college tenure, 11 per cent want to try college work, and 16 per cent indicate miscellaneous reasons.

Variation in student responses across colleges is minimal except for the home residence answer category. A significant difference between the urban and suburban community colleges is observed as 10 per cent of Penn Valley students choose to enter the two-year college due to reasons of home residence, whereas the percentage distributions for Longview and Maple Woods are 13 per cent and 15 per cent, respectively. These data would seem to support major conclusions advanced in previous research concerned with motivational factors involved in student selection and entrance into the community college (Clark, 1960; Medsker, 1960; Blocker, Plummer, and Richardson, 1965; Trent and Medsker, 1967; and Cross, 1968). The reader will recall that reasons of a practical nature such as low cost, nearness to home, local employment opportunity, and established friendhip relationships were cited in earlier studies as primary motivational factors involved in student selection of a two-year college.

A third perceptual-attitudinal variable, career objectives, has been described in the literature of higher education as a variable related to academic degree objectives of students, as well as college transfer plans. Table XXIII reports the percentage distribution of students' career objectives by 11 categories of employment for the 1973 fall semester student population. The majority (72 per cent) of occupations selected fall into three categories: Professional II (28 per cent), Semi-Professional or Technical (24 per cent), Managerial or Executive (20 per cent). Without exception, the occupational

Table XXIII. Career Objectives of Student Respondents Enrolled in the Junior College District: Fall Semester 1973*

CAREER OBJECTIVES	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
Professional I	230	8%	101	8%	349	10%	680	9%
Professional II	851	30%	291	24%	982	27%	2124	28%
Managerial or Executive	607	21%	299	25%	603	16%	1509	20%
Semi-Professional or Technical	506	18%	228	19%	1112	30%	1846	24%
Public Official or Supervisor	171	6%	66	5%	159	4%	396	5%
Business Proprietor or Farm Owner	104	4%	38	3%	125	3%	267	3%
Sales or Skilled Clerical	211	7%	143	12%	240	7%	594	8%
Skilled Labor	118	4%	39	3%	46	1%	203	3%
Semi-Skilled or General Labor	7	---	3	---	16	---	26	---
Retired	16	---	3	---	21	---	40	---
Unemployed	21	---	3	---	13	---	37	---
Non-Responses	529		640		1988		3157	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

expectations of student respondents exceed those of their parents who were represented in smaller quotas in the Professional II, Managerial-Executive, and Semi-Professional or Technical occupational categories. As might be expected, a strong correlation would seem to exist between the career aspirations of students, their choice of college, and, if supported by additional data in the report, their degree aspirations. Briefly, a relationship among these variables might be postulated as follows: A direct relationship exists between the social status of specific occupations, the level of educational attainment necessary for entry into specific occupations, and the type of institution carrying a curriculum program prescriptive of technical requirements for career entry. As students come to identify with specific occupations for life pursuit, factors such as degree aspiration and college transfer requirements become a very important concern. Inevitably, students must fit the particular technical requirements of their chosen occupational field to curriculum programs in the comprehensive community college. This process might be recognized as one element of the "invisible curriculum" in higher education (i.e., the curriculum comprised of the battery of coping and adjustment techniques used by students to adjust to college).

Several interesting differences do emerge among students attending district community colleges on the career objective variable. On the one hand, students enrolled in Penn Valley Community College are more apt to show long-term interest in the Semi-Professional or Technical and Professional I occupational categories than do students enrolled in Longview and Maple Woods Community Colleges. Somewhat to the contrary, students enrolled in Longview and Maple Woods demonstrate a significantly higher interest in career fields in the Managerial or Executive

occupational category than do students attending Penn Valley. It might be assumed that these differences are primarily a function of the distribution of occupational programs between district colleges. Penn Valley Community College, with its major investment in the allied health occupational field, is bound to reflect large numbers of students in the Semi-Professional or Technical occupational category, while Longview and Maple Woods, institutions with a substantial investment in business-related programs, inevitably will show high student interest in the Managerial-Executive category.

A variable closely correlated with career objectives in terms of socio-economic considerations of students related to college attendance is that of degree objectives. Previous research in higher education has focused attention on student degree objectives as a motivational indicator of educational aspirations of the individual. Table XXIV indicates the percentage distribution of educational degree objectives for the 1973 fall semester student population. Approximately one out of two students (54 per cent) aspired to a baccalaureate degree or higher degree. One-third (35 per cent) of the students enrolled in district colleges during fall semester 1973 aspired toward the two-year associate degree or certificate, whereas the remaining 12 per cent of responding students indicated either an absence of degree objective or "Other" interests in higher education.

Differences between colleges relative to student degree objectives are minimal. Perhaps the difference of greatest magnitude is that observed in the area of associate degree plans held by students. A larger proportion (32 per cent) of responding students at Penn Valley maintain associate degree plans as compared to students attending Longview and Maple Woods (28 per cent).

Table XXIV. Percentage Distribution of Degree Objectives for Student Respondents Enrolled in Colleges of the Junior College District: Fall Semester 1973 *

Degree Objective	COLLEGE						District	
	Longview		Maple Woods		Penn Valley			
	N	%	N	%	N	%	N	%
Certificate	122	4%	95	6%	209	5%	426	5%
Associate Degree	816	28%	445	28%	1266	32%	2527	30%
Bachelor's Degree	993	34%	576	36%	1293	33%	2862	34%
Master's Degree	457	16%	207	13%	618	16%	1282	15%
Doctoral Degree	139	5%	64	4%	193	5%	396	5%
Other	69	2%	36	2%	124	3%	229	3%
None	304	10%	175	11%	265	7%	744	9%
Non-Response	471		256		1686		2413	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

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These findings adhere very closely to literature descriptive of the tension between individual motivations of students toward college attendance and their actual performance in college. This phenomenon is perhaps best described by Burton Clark as follows:

> The cooling-out function in higher education is one whereby systematic discrepancy between aspiration and avenue for the student is concealed and stress for the individual and the system is minimized. The provision of readily available alternative achievements (i.e., technical curriculum programs) to students should failure be probably in the transfer curriculum in itself is an important device for alleviating stress and preventing deviant behavior.
>
> The cooling-out function of the two-year college is kept hidden as other functions are emphasized. The two-year colleges stress "the transfer function" and "the terminal function", not that of transforming transfer into terminal students. Indeed, the two-year college is widely identified as a transfer station. The other side of cooling-out is the successful performance in two-year colleges of students who did poorly in secondary school or who have overcome socioeconomic handicaps. The general result of the cooling-out process is that society can continue to encourage maximum educational effort from gross numbers of students with high educational aspirations without major disturbance from unfulfilled promises or expectations."

The findings above represent the formative stages of the "cooling out" process. When matched with institutional data relative to between-college transfer, within-college transfer, institutional withdrawal, and college graduation, the full cycle of the "cooling-out" process is observed.**

A significant trend in recent years has been the "stop-out" of students from post-secondary enrollment. One of the most important aspects of this study

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*Clark, Burton. "The Cooling-Out Function in Higher Education", American Journal of Sociology, Vol. 65 (May 1960), pp. 569-576.

**Research reports: "1971-1972 Student Attrition: Antecedent and Consequent Factors", Report S-102-72. "Student Attrition: Strategies for Action" -- Proceedings of a National Conference for Community-Junior Colleges Sponsored by the GT-70 Consortium May 9-10, 1973.

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on characteristics of students enrolled in district community colleges is that of their stop-out from education during college tenure. Specifically, efforts were made in this study to measure the number of and frequency of students holding various plans for return to district colleges following the culmination of study during fall semester 1973.

Table XXV presents data pertaining to future enrollment plans of students attending district community colleges during fall semester 1973. Approximately 90 per cent of responding students (N=7,552) indicated plans for re-enrollment in district colleges during spring semester. There is surprisingly little variation between colleges as percentage distributions for each college are almost identical to other colleges. It is important to note, however, that a small but nevertheless significant group of students (not all of whom can be identified as graduating students) indicated full intention not to return to district community colleges during spring semester. Although educational enrollment of students in district colleges is financed on a semester-to-semester basis, it is apparent that some students actually plan for curtailment of study long in advance of the date of withdrawal. Additional research on this phenomenon will be necessary if district administrative personnel are to make accurate judgments of the dynamics of stop-out enrollment patterns in district community colleges.

Since a reasonable number of students indicate plans for termination of enrollment in district community colleges between academic semesters, it is appropriate to identify specific reasons for this phenomenon. Table XXVI presents data descriptive of reasons for non-return of students to district community colleges during spring semester 1974. The data reveal that most responding students

Table XXV. Future Enrollment Plans of Students Attending District Community Colleges: Fall Semester 1973 *

COLLEGE	PLANS TO RETURN					
	Yes		No		Non-Response	Total
	N	%	N	%	N	N
Longview	2598	89%	325	11%	448	2923
Maple Woods	1392	91%	144	9%	318	1536
Penn Valley	3562	91%	353	9%	1739	3915
District	7552	90%	822	10%	2505	8374

*Non-responses excluded in percentage data.

Table XXVI. Reasons for Non-Return of Students to District Community Colleges: Fall Semester 1973 *

REASON FOR NON-RETURN	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
Financial Burden	5	2%	2	2%	12	3%	19	2%
Academic Difficulty	0	---	1	1%	0	---	1	---
Parents' Objection	0	---	0	---	0	---	0	---
Graduating	96	29%	15	13%	106	30%	217	27%
Transferring	137	42%	61	52%	152	43%	350	44%
Dissatisfied with College	1	---	0	---	3	1%	4	---
Plan to Enlist	4	1%	0	---	2	---	6	---
Working Full-Time or Part-Time Job	31	9%	22	19%	34	10%	87	11%
Other	54	16%	15	13%	45	13%	114	14%
Non-Response	3043		1748		5300		10081	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

list employment and "Other" concerns as primary reasons for termination of enrollment. For only 2 per cent of responding students was financial hardship a major reason for termination of enrollment.

Significant differences are apparent between colleges as responding students enrolled in Maple Woods Community College make up an extremely unique subpopulation of the total student aggregate. A much larger percentage of students at Maple Woods as contrasted to Longview and Penn Valley identify graduation and full-time employment as a major reason for termination of study. This finding represents a departure from previous student characteristics data because it splits the urban/suburban student alignment that has repeatedly surfaced in student characteristic profiles of district community colleges. Although additional research on this variable will be necessary, it is possible that the student population at Maple Woods is more largely represented on several key profile characteristics than students enrolled in Longview and Penn Valley. These characteristics are the following: 1) origin from working class homes in the Kansas City metropolitan area; 2) membership in the 26 and over age group; and 3) significant interest in college parallel educational programs. A concern in future research will be to statistically verify this profile.

In view of Clark's conceptualization of the two-year college as a "transfer station" for pre-baccalaureate students, efforts were made in this study to determine the number of students interested in college transfer from district community colleges. Table XXVII presents data pertaining to transfer objectives of students enrolled in district colleges during fall semester 1973. The data reveal that more than one-half (51 per cent) of responding students maintained interest in transfer to external institutions at the time of the study.

Table XXVII. Transfer Objectives of Students Enrolled in District Community Colleges: Fall Semester 1973 *

TRANSFER OBJECTIVE	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
Yes	1564	53%	769	50%	1962	50%	4295	51%
Did Plan to Transfer Earlier But Not Now	44	2%	14	1%	48	1%	106	2%
No	588	20%	352	23%	933	24%	1873	22%
Uncertain	746	25%	411	26%	955	25%	2112	25%
Non-Response	429		308		1756		2493	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

Knowledge of college transfer objectives without information pertaining to the transfer destination of students is useless data to management personnel; particularly those charged with responsibility for development of comprehensive articulation programs. A variable of major significance relative to the examination of college transfer objectives is transfer destination of students.

The percentage distributions for college transfer destinations of students enrolled in district community colleges during fall semester 1973 are given in Table XXVIII for five categories of institutions. For the all-district responding student population, more than one out of two students (59 per cent) selected a public four-year state university as the institution to which they intend to transfer after leaving colleges of the Junior College District. It is interesting to note that a very close correlation exists between data descriptive of transfer objectives of students compared to data related to their educational aspirations. Without exception, degree objectives of students (54 per cent intend to complete the baccalaureate degree or higher) correlate with institutional transfer plans (51 per cent intend to transfer to another institution following termination of two-year college study).

Differences between colleges relative to transfer destination of students are slight. The most noteworthy variation among colleges occurs in the categories of public state college and public state university. Students enrolled in Maple Woods Community College demonstrate greater interest in transfer to public state colleges than students attending Longview and Penn Valley Community Colleges. Somewhat to the contrary, students at Longview and Penn Valley exhibit greater interest in transfer to public state universities than Maple Woods

Table XXVIII. College Transfer Objectives of Student Respondents Enrolled in Colleges of the Junior College District: Fall Semester 1973*

INSTITUTION OF TRANSFER DESTINATION	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
Business School or Technical Institute	94	5%	52	5%	134	5%	280	5%
Another Community College	33	2%	25	3%	57	2%	115	2%
Private Four-Year Liberal Arts College	134	7%	84	9%	215	9%	433	8%
Public Four-Year State College	499	25%	316	32%	594	24%	1409	26%
Public Four-Year State University	1213	61%	498	51%	1489	60%	3200	59%
Non-Responses	1398		879		3165		5442	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

students. Briefly, 51 per cent of students at Maple Woods selected the four-year public state university as their institution of transfer during the fall semester, whereas transfer percentage distributions at Longview and Penn Valley were 61 per cent and 60 per cent, respectively. For the most part, students enrolled in Penn Valley Community College centered very strongly on the University of Missouri, Kansas City as an institution of primary transfer orientation. These data offer evidence of the transfer mission of district community colleges.

Two final variables, method of discovery of district community colleges and persons serving as a catalyst for college enrollment, are considered in this study because of their importance as indicators of recruitment success in district colleges. Data pertaining to these variables are reported in Tables XXIX and XXX for student subpopulations at each college. Approximately 40 per cent of responding students indicated they found out about district community colleges through personal friends. Thirteen per cent of students were introduced to district colleges by high school administrative personnel, while an additional 12 per cent were familiarized with higher education opportunities by parents or relatives. It is somewhat surprising to note that only 16 per cent of students indicated familiarity with district community colleges through college catalogs or brochures. Worse yet, only 2 per cent of students report familiarity with district colleges through contact with college administrative personnel. These findings would seem to convey an accurate picture of the difficulties associated with media and personal contact approaches to student recruiting. The media approach is costly in terms of material and supplies, and the personal contact approach is costly in terms of availability of human resources. Therefore, although student enrollment in district community colleges

Table XXIX. Method of Discovery of District Community Colleges: Fall Semester 1973 *

METHOD OF DISCOVERY	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
College Catalog or Brochure	427	15%	141	16%	626	18%	1194	16%
High School Principal or Guidance Counselor	406	14%	81	9%	476	13%	963	13%
Parents or Relatives	331	11%	124	14%	412	12%	867	12%
Friends	1188	41%	370	42%	1401	39%	2959	40%
College Official	69	2%	15	2%	96	3%	180	2%
High School Faculty	107	4%	31	4%	119	3%	257	4%
Other	366	13%	113	13%	433	12%	912	13%
Non-Response	477		979		2091		3547	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

Table XXX. Persons Influential in the Decision of Students to Enroll in District Community Colleges: Fall Semester 1973 *

PERSONS INFLUENTIAL	COLLEGE							
	Longview		Maple Woods		Penn Valley		District	
	N	%	N	%	N	%	N	%
Parents or Relatives	268	9%	81	9%	340	9%	689	9%
Friends	210	7%	70	8%	286	8%	566	8%
High School Counselor or Principal	74	3%	14	2%	86	2%	174	2%
Representatives of This College	46	2%	8	1%	57	2%	111	1%
High School Teachers	8	---	4	---	16	---	28	---
My Own Decision	2169	74%	680	75%	2595	72%	5444	73%
Other	159	5%	44	5%	243	7%	446	6%
Non-Responses	437		953		2031		3421	
Total	3371		1854		5654		10879	

*Non-responses excluded in percentage data.

has increased steadily over the past several years, innovative forms of recruiting activity will need to be adopted in district colleges if this trend is to continue in the future.

One factor underlying the method(s) of communication through which students discover district community colleges is the source-point of influence on the decision to enroll in college. Table XXX presents information pertaining to the types of persons influential in the decision made by students to enroll in district community colleges during fall semester 1973. Briefly, the data reveal that 73 per cent of district students indicated the decision to enroll was a personal decision made outside of influences stemming from parents, friends, high school contacts, etc. A total of 17 per cent of responding students indicated that the major source of influence on their decision to enroll originated from parents, relatives, or friends. Only 1 per cent of responding students indicated that a college representative had influenced their decision to enroll.

There is little, if any, variation among colleges in the percentage distributions of persons influential in a decision on enrollment. To some extent, the data is rather striking in terms of its uniformity between colleges. Therefore, although the implications of these data are numerous, one implication would appear to be paramount: Contact between college personnel and potential students in the Kansas City metropolitan area has had little, if any, impact on student propensity to enroll in district community colleges. The interface between district community colleges and the community-at-large is somewhat weak and definitely in need of improvement.

Conclusion

Comparison of the 1973 District Student Population with 1973 Entering Freshmen Norms: American Council on Education

A comparison of the district student population with selected national norms for 1973 entering college freshmen yields some interesting differences. The all-district student population includes many more students in the age group 20 and over than is characteristic of a national profile of colleges. In terms of father's occupation, the district student population has more fathers in skilled and semi-skilled occupational fields and less in professional and managerial occupational fields compared with freshmen in a national sample of institutions. Freshmen in the national sample also are more likely than district students to stem from families with a higher percentage of parents who have one year of college or more: the district student aggregate exceeds the national sample at the lower educational levels.

Family income data relative to the all-district student population reveal a divergent trend when compared to national data collected from the 1973 entering freshman class. Responding district students are predominantly represented in the $9,000 to $11,999 and $12,000 and over family income categories. Although comparable indicators are not available for the American Council on Education, national norms reveal that the national sample of students is primarily represented in the $12,000 and over family income category. This finding would seem to suggest a socioeconomic differential between students attending two-year community and junior colleges and students attending four-year colleges and universities.

A comparison of degree objectives of the all-district student population versus the national freshman student population indicates that a higher percentage of students in the national sample aspire toward a baccalaureate degree or beyond. Finally, a variable of major interest relative to the all-district student population and the national freshman sample is reason for selection of college. The three major categories selected by national freshmen as representative of their reasons for college selection are academic reputation, upper level degree programs, and low tuition. Quite to the contrary, major categories selected by the district student population are quite different as primary emphasis was given to low cost, local employment, and residence at home. These data would seem to suggest that practical considerations (e.g., cost, geographical proximity, and employment opportunity) are major determinants involved in college selection for the two-year college student. The data, by way of comparison, also indicate that four-year college students view academic concerns (e.g., academic reputation, curricular offerings, and upper level degree programs) as paramount criteria in their selection of college. Data relative to measures of aptitude and achievement, geographical access to the college environment, and probable career objectives were not subjected to cross-comparison because variable subgroupings were either absent or incongruent with the data system utilized in district community colleges.

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